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ABSTRACT

A major goal of education should be to prepare every young person leaving school to enter higher education or to enter useful and rewarding work. This is the goal of Project Trident, a comprehensive career education program being developed at Lincoln Community High School, Illinois. The project, in its planning year, is directed toward secondary level instruction and was designed in response to student and adult questionnaires. It emphasizes occupational counseling, a wide range of career choices, student self-direction, and flexibility of entry at various program stages. Behavioral objectives are identified in three Career Education Modules (CEMs) and are planned for the greatest degree of flexibility. CEM-1 provides career education information through a three-week core of activities offered at the beginning of each semester using formal presentations and mini courses. CEM-2 provides career education experiences through classroom units in the academic classrooms throughout the year. CEM-3 provides career education experiences through an individualized self-instructional approach. Two final chapters discuss materials and aids and student movement through the career education program. (MW)

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"GUIDELINES for the PLANNING YEAR"

A TITLE III E. S. E. A. PROJECT

PROJECT TRIDENT

LINCOLN COMMUNITY HIGH SCHOOL

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CHAPTER 1

CAREER EDUCATION TODAY

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In recent years, Career Education has taken on a new significance and has acquired several impressive endorsements. President Nixon emphasized the importance of Career Education when he noted: "There is no more disconcerting waste than the waste of human potential. And there is no better investment than an investment in human fulfillment. Career Education can help make education and training more meaningful for the student, more rewarding for the teachers, more available to the adult, more relevant for the disadvantaged, and more productive for our country." Many other leading government officials, educators, businessmen, labor leaders, and community organizers have also expressed their interest in and support for Career Education.

Although Career Education is still in an evolving state, it includes the following components: (1) An early orientation to the world of work; (2) knowledge concerning occupational clusters and career ladders; (3) skill in self-assessment and occupational decision making; (4) development of occupational skills and related knowledge which have typically been associated with programs in vocational education; (5) development of attitudes conducive to the acceptance of occupational responsibility; and (6) knowledge and abilities related to general employability such as personal development, human relationships, nutrition, consumer education, management of resources, and responsible parenthood.

Career Education represents an effort to answer a number of criticisms directed at public school programs in recent years. These criticisms include:

(1) A growing discontent with the failure of school experience to be relevant and useful to the lives which students must live when they graduate;

(2) An increasing segregation between students and the world of work because they feel unneeded by our technological society;

(3) A school program in which approximately one-third of all students

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go through high school via a "general education curriculum" which leaves its graduates neither trained with marketable skill nor qualified to pursue higher education;

(4) An undesirable and counter-productive separation of vocational education, general education, and academic curricula in our high schools;

(5) A widespread emphasis on a college degree that relegates vocational education to second class status even though most students who begin college do not complete it, and the number who do complete college are increasingly out of proportion to the occupational opportunities in our society; and

(6) An inflexible system which often fails to provide individuals with the option of changing directions during high school or obtaining new training and shifting occupations later in life.

The United States Office of Education has made Career Education the first of eight educational priorities for the nation. This priority recognizes that existing high school curricula now meets the needs of only 40% of the students -- the 20% who take vocational courses and the 20% who go on to receive college degrees.

A comprehensive Career Education program should provide a new focus and a new direction to all levels of the educational system by relating the student's education and training to his life and to his career objective. Such a program would provide an educational system which insures that each student will gain a saleable skill. A Career Education curriculum would enable a student to leave high school with skills which meet the entry level requirements for employment, as well as those necessary skills for entry into higher or post-secondary level education. Career Education, then, is not a replacement of existing curricula. Rather, it is a blending of curricula leading to more relevance in what is being taught.

United States Commissioner of Education, S.P. Marland, Jr. described the concept of Career Education as "a new order of education concerned with the usefulness and self-realization of every individual." Educators must be

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bent on preparing students either to become properly and usefully employed immediately upon graduation from high school or to go on to further formal education. The student should be equipped occupationally, academically, and emotionally to spin off from the system at whatever point he chooses -- whether at age 16 as a craftsman apprentice, or age 30 as a surgeon, or at age 60 as a newly trained practical nurse.

The United States Office of Education is currently conducting a series of "capstone" projects in which schools with partial Career Education programs will be able to increase and hasten their efforts to install comprehensive programs. These "capstone" programs will serve as models and working demonstrations of Career Education in action.

For the past two years, the Office's Bureau of Adult, Vocational, and Technical Education has funded exemplary vocational education programs in many states. Certain of these programs have developed breakthroughs that are being incorporated into emerging model Career Education curriculums. States with outstanding examples of local efforts to install Career Education programs include Delaware, Georgia, Mississippi, New Jersey, North Dakota, and Wyoming. Large-city school systems turning to Career Education as their basic design include those of Dallas and San Diego.

According to the United States Office of Education, nearly 2.5 million students each year leave the formal education system without adequate preparation for careers. This is partly due to school curriculums designed as if earning and learning had nothing in common. Fortunately, much of this is changing and one of the most creative forms this change is taking is through the concept of Career Education.

Career Education is a bread move to build into the school curriculum the notion of gainfully using one's talents. Work is seen as a means of

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self-realization, an integral part of the curriculum. A number of forces have caused this change, and many of them are beyond the school walls.

Career Education is not simply an expansion of vocational education. Career Education involves all students, even the college bound, all professions, and all facets of the community. College bound students could benefit from a saleable skill which would not only enhance their personal security, but could be a means by which they could finance their future education.

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CHAPTER 2

ISSUES IN CAREER EDUCATION

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The fact that Career Education is a relatively new and expanding concept requires educators and community personnel to be cognizant of a number of issues related to the potential development of Career Education programs.

(1) Care must be taken to avoid work/study programs as a back entrance into child labor;

(2) Career Education may be used to discourage the disadvantaged from seeking admission into college; this in turn might prevent some of them from rising on the social and economic ladder;

(3) Educational planners must exercise caution not to "oversell" the new approach, which can work only to the extent that employment and career opportunities for all people are improved;

(4) It will be necessary to elicit the support of the academically oriented educational community in this effort. If vocational educators take over, the effort is doomed because they alone cannot restructure the educational establishment;

(5) Reform must be mounted with the realization that little if any new money will be made available;

(6) Capability of the federal government to bring about the specific reforms required at local and state levels is limited;

(7) Guidance and counseling is a critical factor for Career Education programs;

(8) It will be necessary to study the importance of credentialing if Career Education is to succeed;

(9) Proponents of the new program must not oversell it. With limited opportunities and with the unemployment rates at an unacceptable level, many people will not be able to find suitable work regardless of how they are educated or trained;

(10) School systems must be structured so that it can continue to perform its basic task of providing basic knowledge and skills;

(11) There is a danger that the federal government will perform good pre-launch efforts, but will fail to mount the long-term efforts required for carrying through a major reform; and

(12) It will be necessary to test the assumption that business will cooperate in providing opportunities for good work/study programs.

United States Commissioner of Education, Sidney Marland, Jr. made the following points with respect to the potential of the Career Education concept if

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the pressing issues can be resolved:

(1) The need to find a new focus for our large educational effort because of the relatively low productivity of the $85 billion industry, which is reflected in the high proportion of young people who complete their schooling without a marketable skill.

(2) The hope and expectation that "Career Education" will provide both new focus and new direction to all levels of the educational system by relating the pupil's education and training to his life and career objectives.

(3) Major curriculum planning is under way in 15 principal career fields. Six school systems are cooperating with the Office of Education as demonstration areas.

(4) The Office of Education is exploring four major models:

1.) Transforming elementary and secondary schooling to place career planning in the center of their efforts.

2.) Develop industry-related education and training efforts so that work/study programming will become possible for many young people as young as 13 or 14.

3.) A home model, making use of modern technology (TV, etc.), to facilitate the education and training of home-bound women.

4.) An institutional effort directed at people who are in training centers, hospitals, prisons.

Gains from this large-scale reform include:

(1) Preventing young people from experiencing failure in school.

(2) Helping them to develop a sound self-identity.

(3) Deflecting large numbers of unqualified youngsters from the mirage of college.

(4) Raising the status of non-college jobs.

(5) Enabling people to move back and forth between school and work in accordance with their changing expectations and needs.

PROJECT TRIDENT at Lincoln Community High School seeks to develop a comprehensive Career Education program for all students that will unify and synthesize the Career Education components common to secondary level instruction. The project is a Title III, E.S.E.A. project funded under the auspices of the Office of the Superintendent of Public Instruction.

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PROJECT TRIDENT is in agreement with several of the goals presented in Action Goals for the Seventies: An Agenda for Illinois Education. Specifically, PROJECT TRIDENT will advance the attainment of the following goals:

(1) THE EDUCATIONAL SYSTEM MUST PROVIDE EVERY STUDENT WITH OPPORTUNITIES IN TRAINING FOR THE WORLD OF WORK.

(2) THE EDUCATIONAL SYSTEM MUST PROVIDE EXPERIENCES WHICH RESULT IN HABITS AND ATTITUDES ASSOCIATED WITH CITIZENSHIP RESPONSIBILITIES.

(3) THE EDUCATIONAL SYSTEM MUST PROVIDE EXPERIENCES WHICH HELP THE STUDENTS ADAPT TO A WORLD OF CHANGE.

(4) THE EDUCATIONAL SYSTEM MUST FOSTER A FEELING OF ADEQUACY AND SELF-WORTH ON THE PART OF ALL STUDENTS.

(5) THE EDUCATIONAL SYSTEM MUST PROVIDE OPPORTUNITIES FOR STUDENTS TO EXPRESS THE FULL EXTENT OF THEIR CREATIVITY.

(6) THE EDUCATIONAL SYSTEM MUST PROVIDE EQUAL EDUCATIONAL OPPORTUNITIES FOR ALL.

PROJECT TRIDENT rejects the view of assigning a superior status to a college degree. Such a view represents an older tradition that is less relevant today than in the past. The project recognizes that all forms and levels of education should be accorded equal status.

A major goal of education should be to ready every young person exiting the schools to enter higher education or to enter useful and rewarding employment. PROJECT TRIDENT is directed toward the accomplishment of this major educational goal.

PROJECT TRIDENT was designed in response to student concerns. Questionnaires were submitted to more than 700 students in Lincoln Community High School and to a sample of the adult population in Lincoln, Illinois.

Significant results of the student questionnaire indicated: 1) 87% of the students indicated a need for increased opportunities to explore greater varieties of career opportunities; 2) 75% of the students indicated that Career Education information should be presented in a more individualized

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manner; and 3) 90% of the students felt that Career Education should provide them with the opportunity to explore and evaluate several career opportunities.

Students identified five career clusters or fields they felt would offer the best opportunities for employment after high school. These clusters included: 1) Health Occupations; 2) Industry; 3) Business, Marketing, and Management; 4) Applied Biological Sciences and Agriculture; and 5) Personal and Public Careers.

Significant results of the adult questionnaires indicated that: 1) 67% of the adults felt that high school students were not aware of the local career opportunities; 2) 86% of the adults felt that high school students were not prepared to enter their chosen field upon termination of formal education; 3) 93% of the adults indicated that local industries should assume a greater role in school Career Education programs; 4) 87% of the adults believed that Career Education information should be presented in a different way than that of regular classroom instruction; and 5) 93% of the adults favored a Career Education Advisory Council as a valid way of promoting cooperative efforts between the school and the community.

Adult respondents favored expanded education counseling, greater exploratory opportunities, intern-extern programs, and increased cooperation between school and the community as a means of improving Career Education programs. The adult sample consisted of representatives from education, retail businesses, industry, building trades, professional groups, health agencies, public service agencies, and vocational area centered personnel.

PROJECT TRIDENT is designed in response to the views expressed in the student and adult questionnaires. Project staff have identified a number of broad goals to guide their planning efforts. These goals are designed to:

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(1) Develop positive student attitudes toward the personal and social values of work;

(2) Assist students in recognizing the economic and social values of different forms of work;

(3) Assist students in viewing the diversity of occupations available;

(4) Assist students with self-evaluation in relation to career planning;

(5) Provide students with opportunities for exploration to career clusters of their choice;

(6) Improve performance in subject areas through making subject matter more relevant to Career Education;

(7) Assist students in selection of career clusters for in-depth study and exploration;

(8) Provide guidance and counseling activities for students in the selection of career specialization;

(9) Improve student motivation in subject areas through redirection of instruction that is relevant to career development;

(10) Begin the training necessary to provide the student with a saleable skill;

(11) Provide the student with opportunities for in-depth study of his own interests, attitudes, and needs in relation to his career choices; and

(12) Provide the student with exposure and experience in the world of work through direct work experience programs.

PROJECT TRIDENT emphasizes extensive Career Education counseling, a wide range of Career Education options, student self-direction, and flexibility of entry at various program stages. The project provides a Career Education program for <u>every</u> student, for those who plan to attend a four-year university, those who plan to attend a two-year community college, or those who seek to advance to vocational training through apprenticeships and internships.

PROJECT TRIDENT is founded upon two fundamental assumptions: (1) <u>At this time, no one procedure, structure, or method has been proven to be the single most valuable way of providing Career Education information to secondary level students;</u> and (2) <u>At this time, it seems appropriate to provide</u>

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secondary level students with a variety of Career Education learning structures that will facilitate on-going Career Education learning throughout the school year. From these two assumptions, planning personnel identified three CAREER EDUCATION MODULES (CEMS) that appear to offer the greatest degree of flexibility possible with respect to structuring an innovative Career Education program for Lincoln Community High School.

Career Education Module-1 (CEM-1) provides Career Education information through a three-week core of activities to be offered at the beginning of each semester. CEM-1 provides foundational Career Education insights to career clusters through formal presentations and mini-courses. Personnel from business, industry, education, service fields, and building trades provide an overview of their areas in formal presentations and then conduct follow-up group discussions for interested students. Formal presentations are video taped to create a permanent file that can be used by project personnel and students throughout the Career Education program. CEM-1 provides the experience-base for the two following CEMS as the student moves from Career Education orientation to explorative to active intern-extern participation at later stages of their program and experiential development.

CEM-2 provides Career Education experiences through classroom units in the academic classrooms throughout the school year. The function of the classroom teacher includes: 1) serving as subject area articulators of Career Education information; 2) conducting Career Education sessions; 3) serving as a Career Education adviser; and 4) exploring ways and means of making subject area materials more relevant for a comprehensive Career Education program.

CEM-3 provides Career Education experiences through an individualized self-instructional approach. CEM-3 is organized around self-instructional materials that provide the student with a wide range of experiences related to career

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clusters. These self-instructional materials are prepared by school and community personnel. The self-instructional approach offered by CEM-3 also enables the student to "plug into" the Career Education program during any phase of the orientation, exploration, and in-depth experiences. Thus, a student who changes his mind with respect to career cluster choices expressed in CEM-1 and/or CEM-2 can enter into new career orientation and exploration experiences through CEM-3.

During the CEM-3 program, the student has the opportunity for: 1) a review of orientation and exploration experiences in a variety of career clusters; 2) an in-depth study of his interests, aptitudes, abilities, and needs in relation to his career choices; 3) an initial effort at beginning the training necessary to provide the student with a saleable skill; and 4) an experience in the world of work through direct work experience programs.

The first year of PROJECT TRIDENT is designed as a planning year. Project personnel will write behavioral objectives and prepare curriculum guides for CEMS-1, 2, and 3. The necessary instructional aids and materials for the CEMS will also be designed during the first planning year. Upon acceptance of the continuation proposals for subsequent years, PROJECT TRIDENT will undergo an experimental, adaption year when all elements of the program will be tested and evaluated. The third year of the project will serve as a demonstration year when the Career Education program will be available for demonstration purposes and for potential replication by other local educational agencies.

The project staff includes a variety of school and community personnel. The project director is responsible for meeting the goals of PROJECT TRIDENT and for supervising the work of staff members. The staff members include: one CEM counselor who will serve as a Career Education counseling specialist and

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coodinate the efforts of school and community personnel; two CEM coordinators who serve the project by developing mini-courses, occupaks, and self-instructional packages for the five Career Education clusters; media specialist who is employed by the project to prepare needed visual, auditory, and tactile aids for CEMS-1, 2, and 3; secretary and materials clerk complete the project staff.

Community resource personnel representing the five career clusters contribute actively to the project through special presentations and through membership on an ad hoc advisory committee. Students also serve on this committee. University and Office of Superintendent of Public Instruction personnel also serve in an advisory and consultative capacity to the project staff.

Previous efforts in Career Education have been fragmented to the degree that schools have provided for only partial student involvement in such programs. The innovative design of PROJECT TRIDENT provides, for the first time, a comprehensive Career Education program for <u>every</u> student.

It is naive today to attach credibility to the nineteenth century view that once a student has made a specific career choice, this important question has been resolved for life. Statistics abound which illustrate that such a view is outdated and should be discarded. Contemporary studies indicate that:

(1) 70% of the jobs that will eventually be held by today's students do not exist now;

(2) On the average, the youth entering the labor force will need retraining by the age of 30 and will need to be retrained every 7 years thereafter;

(3) On the average, today's worker will hold 4.8 jobs in his lifetime. It is likely that this number will increase to 8 jobs by 1980.

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Career Education is developmental rather than remedial since a career choice is a process, not an event. It does not take place on Tuesday afternoon at 2:00 p.m. in the student's senior year or in May of the sophomore year. Decisions related to the individual's career choice must continually be re-evaluated by the individual as technology and the economy create new demands upon him. The world of work in which students will live and the jobs available to them are undergoing continual change. If the students at Lincoln Community High School are to adapt successfully to these changes, they must possess skills, abilities, and attitudes that will enable them to adjust when such changes occur.

The materials that follow in Chapters 3, 4, and 5 illustrate the scope of the Career Education program of PROJECT TRIDENT. Project personnel have identified behavioral objectives for each of the three Career Education Modules. These behavioral objectives will serve as program planning guidelines for the development of the three CEM curriculum guides and for the development of mini-courses, occupaks, and self-instructional materials.

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CHAPTER 3

AN ORIENTATION PROGRAM FOR CAREER EDUCATION

CEM-1

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Career Education Module-1 (CEM-1) provides Career Education information through a three-week core of activities to be offered at the beginning of each semester. CEM-1 provides foundational Career Education insights through mini-course orientation to potential career clusters. Personnel from business, industry, education, service fields, and building trades provide an overview of their areas in formal presentations and then conduct follow-up group discussions for interested students.

Formal presentations are video taped to create a permanent file of experience that can be used again by project personnel and students throughout the Career Education program.

Career guidance contributes to the career development of the individual. The term "career guidance" is employed as a multi-dimensional concept that utilizes the techniques of individual and group guidance, the use of many kinds of media for the dissemination of career information, and attempts to explore and to modify the existing curriculum to meet each student's needs. The career guidance specialists assist teachers and students to develop curriculums that include career development activities that provide students with opportunities to find relevance and purpose in education.

The career guidance counselor in PROJECT TRIDENT is more than a dispenser of information or a counselor for individual students with particular concerns. The counselor assists students in career planning and decision making. He helps them to examine life styles and concepts related to personal satisfaction, to investigate formal and informal education, the world of work, and leisure activities. The counselor will work with each student on an individual basis from the beginning orientation period in CEM-1 through the highly personalized and in-depth study of his career choice in CEM-3.

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During any part of the program, the student may be transferred to another career of his choice and begin again at the orientation phase, the exploration phase, or the in-depth portion of the program.

The goals of the Career Education counselor are consistent with facilitating the growth of independent, self-directed learning on the part of the student. General goals are directed toward:

(1) Developing positive student attitudes toward the personal and social values of work;

(2) Assisting students in viewing the diversity of occupations available;

(3) Assisting students in recognizing the economic and social values of different forms of work;

(4) Improving student motivation in subject areas through redirection of instruction that is relevant to career development;

(5) Providing the student with opportunties for in-depth study of his own interests, attitudes, and needs in relation to his career choices.

Responsibilities of the Career Education counselor include:

(1) Developing counseling procedures for students;

(2) Coordinating services of the subject area teachers, Career Education specialists, and community Career Education advisers;

(3) Conducting Career Education sessions according to student needs and requests;

(4) Serving as a Career Education adviser to a specified number of students;

(5) Devising ways and means of making subject area materials more relevant for a comprehensive Career Education program.

One of the main goals of PROJECT TRIDENT is to write behavioral objectives for each of the Career Education Modules. Behavioral objectives offer a practical approach to the improvement of teaching and learning. Teachers benefit by having measurable and observable objectives that are useful in prescribing learning experiences and in evaluating student progress. Students

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benefit by knowing exactly what is expected of them in acquiring knowledge and skills, and through being fully apprised of criteria by which their performance will be judged.

The following are samples of behavioral objectives which will be used during the three week's orientation period.

SAMPLE BEHAVIORAL OBJECTIVES

CEM-1

(1) Given Career Education terms and activities, the student will be able to identify those interests which could influence his career choices;

(2) Given Career Education information regarding the five career clusters; the student will be able to list five careers included in each cluster;

(3) Given Career Education information, the student will be able to list in writing or orally five reasons why Career Education is important;

(4) Given Career Education information, the student will be able to distinguish characteristics of Career Education as demonstrated by completing the "Characteristics of Career Education" checklist;

(5) Given Career Education information, the student will be able to synthesize his three week's orientation experience which includes a tentative plan for continuing the Career Education program by completing the decision making inventory.

The Career Education curriculum is made up of a number of brief programs. One such program is the mini-course. Varying in length, these mini-courses are designed to introduce the student to a specific aspect of the world of careers. The time allotted to each mini-course depends upon the amount of information which it comprises.

There are many definitions for a mini-course, however, there are generally accepted characteristics common to mini-courses. Basically, these courses are short in hours, and are for a single purpose. They are sometimes referred to

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as a course within a course. For example, in a specific content area - i.e., WW II would be a unit but the Normandy Invasion would be a mini-course.

In Career Education, mini-courses will be utilized to give the student an opportunity to learn about the world of careers through experiences in the classroom. The mini-courses will be taught by the CEM coodinators and the CEM counselor. Invited guests will present occupational material to meet a specific objective.

In CEM-1, mini-courses will be used to acquaint students about careers so they may pursue and synthesize career ideas. These brief programs will also be used to assist students to become aware of the social, economic, and personal values of the world of work.

The following example of a mini-course will be used in the orientation period.

SAMPLE MINI-COURSE

I. BEHAVIORAL OBJECTIVE

Given Career Education information, the student will be able to identify characteristics of Career Education as demonstrated by completing the "Characteristics of Career Education" checklist.

II. PRE-ASSESSMENT

A. What is Career Education?

B. How do you define Career Education?

C. Why is Career Education important?

D. How is Career Education different from vocational education?

E. Why is Career Education a life long process?

F. How can Career Education be inter-related with all educational experiences?

III. JOB DESCRIPTION

Non-applicable

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IV. LEARNING ACTIVITIES

A. Attend a one week mini-course directed by the career counselor.

B. View video presentation 101.1 "The Rationale for Career Education"

C. View video tape 101.2 "Community Views of Career Education"

V. EVALUATION

A. Student will complete the "Characteristics of Career Education" checklist on a pre-test and post-test basis.

The occupak is a collection of materials and sequential learning activities. These occupaks are so structured to give the student a truly self-instructional approach to learning. They contain the basic information that the student is required to learn. The self-instructional occupaks enable the student to proceed at his own rate, beginning with basic information on a career and ending with very detailed and specific information.

The following is a sample occupak to be used in the orientation period of PROJECT TRIDENT.

SAMPLE OCCUPAK

I. BEHAVIORAL OBJECTIVE

Given Career Education information, the student will be able to identify why Career Education is important as demonstrated by completing the "Rationale for Career Education" checklist.

II. PRE-ASSESSMENT

A. Why is the occupation market always in the state of change?

B. Why should a person be allowed to make his own career choice?

C. How do all occupations contribute to our society's way of living?

D. What has the introduction of machines done to affect many occupations?

E. Why do changes in the world situations affect occupational opportunities?

F. How can knowing that different occupations are inter-related give you a wide range of career choices?

III. JOB DESCRIPTION

Non-applicable

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IV. LEARNING ACTIVITIES

A. View video presentation 101.1 "The Rationale for Career Education"

B. View video presentation 101.2 "Community Views of Career Education"

C. Listen to cassette tape 101.1 "A Help Session with the Career Counselor"

D. Listen to cassette tape 101.2 "Recording of a Help Session"

V. EVALUATION

A. Student will complete the "Rationale for Career Education" test on a pre-test and post-test basis.

These occupaks will provide the student with a wide range of experiences related to Career Education. Since the program is very flexible, the student may transfer from one phase of Career Education to another phase dictated by his interests.

The program, thus, does not lock a student into any one particular career, but, since it is student self-directed, will let the individual explore many careers.

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CHAPTER 4

CAREER EDUCATION IN THE ACADEMIC CLASSROOM

CEM-2

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Career Education Module-2 (CEM-2) provides the student with an opportunity to explore many occupations within the classroom setting. The exploratory phase of occupational study will reveal to the student the range of occupational options open to him and help him to develop positive attitudes toward work.

The student may explore several career clusters of his choice or he may explore only one cluster. The student may explore the roles of workers through classroom role-playing activities. During the exploration phase, the student will learn about the history of the occupations being studied. He should be able to anticipate the market growth for a particular job family. This is to say he can learn about the concepts and principles related to economics and the supply and demand of manpower. He will receive help in planning an educational program related to his career choices.

In our modern era of technical advancements, schools must be especially concerned with attitudes and habits which go with successful job performance. CEM-2 provides students with opportunities to explore interests, to develop a strong self-awareness, and to relate to others on a personal basis. These are an integral part of the emphasis placed in each mini-course.

Occupational exploration leads to the tentative selection of a particular cluster for in-depth orientation through:

(1) Mini-labs and mini-job experiences in the classroom;

(2) Use of community resources;

(3) Flexibility in studying more than one occupational area;

(4) Understanding the educational requirements of career choices.

The student will developmentally examine occupations in the world today. He may then be able to foresee the future market growth of an occupation, and analyze who will fill these occupational roles in the near future. He can surmise the job advancement potential in a particular occupation and will develop an understanding of how new job opportunities evolve.

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The responsibilities of the CEM coordinator as outlined in PROJECT TRIDENT are as follows:

The CEM coordinator has the responsibility of providing Career Education experiences through:

(1) An individualized, self-instructional approach to learning;

(2) Developing mini-courses, occupaks, and other types of materials for the student's use;

(3) Developing the self-instructional approaches relative to the five occupational clusters.

Additional duties and responsibilities include:

(1) Collecting Career Education materials;

(2) Directing personal interviews with students;

(3) Conducting Career Education conferences;

(4) Preparing the PROJECT TRIDENT manual;

(5) Speaking to community groups

(6) Providing students with opportunities for exploration of career clusters of their choice;

(7) Providing guidance and counseling activities to students in the selection of career specialization;

(8) Working with all CEM Modules - orientation and individualized in-depth study as well as exploration;

(9) Coordinating classroom activities and preparing learning packages;

(10) Writing publications and articles;

(11) Contacting community leaders;

(12) Constantly searching out new creative and innovative ways to work with Career Education curriculum;

(13) Teaching Career Education content and introducing materials to the student body.

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Occupational exploration is a matching of occupational awareness with self-awareness both of which occur in the academic classroom. The group environment will create motivation through the active participation and interaction of students relating educational experiences to career exploration and decisions. The exploratory process makes education relevant to career-life situations. Some Sample Behavioral Objectives which outline some specific goals the student entering the exploratory phase of Career Education will encounter and master are:

SAMPLE BEHAVIORAL OBJECTIVES

CEM-2

(1) Given the administration of an interest inventory, the student will be able to analyze the results of the test accurately as demonstrated by his responses to the "Inventory Analysis Checklist";

(2) Given information on the five career clusters, the student will be able to list five job opportunities within each of the five clusters;

(3) Given information on job families, the student will be able to identify jobs by matching them within a family on an objective test;

(4) Given information about one job within a job family, the student will be able to identify the educational qualifications, job requirements, and working conditions as demonstrated by passing as objective test;

(5) Given information on the economic aspects of a particular job, the student will be able to analyze the local pay potential of that job.

The student can explore occupations in the classroom through the use of mini-courses and occupaks.

The mini-course can be used for introductory information dissemination, as an activity within an occupak to develop concepts in depth, and as an evaluation tool for the student and the project itself.

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A mini-course is non-threatening because students can self-evaluate their own performance as they progress through the exploring process. Mini-courses will be offered on a pass-fail basis. Mini-courses develop objectives, systematic analysis, and awareness of occupational behavioral skills. Mini-courses provide changes in student involvement. Motivation and enthusiasm for learning are generated, and the skills learned transfer to career realization. Mini-courses can be adapted readily to meet local needs and conditions, and they provide more consistent classroom management and instruction.

This is how a mini-course operates:

(1) The student focuses on specific career skills by reading specified material, watching prescribed films and discussing materials covered;

(2) The student then practices the observed skills with a group of other students;

(3) The student then analyzes and evaluates his own performance. (Immediate feedback)

Thus, a new understanding of the power of effective communication between teacher and student develops. Lectures, films, and discussions provide the basic instruction for participants. Each film, requires the active participation of the student through handbook quizzes, reaction forms, and discrimination training.

Early in the program the student may have a mini-course which will explore the clusters of careers set out by PROJECT TRIDENT. Exploring the careers of a particular cluster and delving into a particular career choice will be one of the goals of a mini-couse in PROJECT TRIDENT.

A cluster of occupations is composed of recognized occupations which are logically related because they include identical or similiar teachable skills and knowledge requirements for employability. Occupational education centered upon the knowledge and skills common to the occupations comprising a cluster should prepare students for entry into an "area or family" of occupations rather than any specific job.

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SAMPLE MINI-COURSE

I. BEHAVIORAL OBJECTIVE

Given information on ways that a particular job skill within a career cluster relates to several jobs within the same career cluster, the student will be able to demonstrate his knowledge on an objective test indicating how one skill relates to ten different jobs.

II. PRE-ASSESSMENT

Non-applicable

III. JOB DESCRIPTION

Non-applicable

IV. LEARNING ACTIVITIES

A. Listen to the teacher presentation on how one skill applies to several jobs.

B. Watch a film on skill application and occupations.

C. Discuss the relationships discovered between jobs within a cluster.

D. Complete a work sheet on how to apply one skill to several jobs (self-evaluation).

V. EVALUATION

A. The student will recognize on a written objective test how one skill relates to ten jobs.

An occupak is an experiential based package of career materials. The occupak can be utilized in the exploratory phase of occupational awareness by allowing the student some individualized instruction while still in the classroom atmosphere. He can receive help in completing the package and get direction for deciding his exploration route. Like any adventure, the student can have a happy or difficult learning experience as he explores individually, dependent upon the route he chooses. His classmates and instructor can help him redirect his path towards a satisfying experience.

The occupak is designed so the student can work independently and reinforce his experiences by sharing his newly developed awareness concepts with other students and the teacher. He can then be evaluated on his overall understandings of the total concept of the occupak.

SAMPLE OCCUPAK BEST COPY AVAILABLE

I. BEHAVIORAL OBJECTIVE

Given information the student will be able to understand how some jobs are highly dependent upon each other by completing an objective test.

II. PRE-ASSESSMENT

If you successfully complete the objective test below, you need not continue with this occupak.

Match the job in the right hand column with the dependent job in the left hand column.

1. Meterologist	A. Dress Designer
2. Auto Mechanic	B. Draftsman
3. Seamstress	C. Tax Collector
4. Real Estate Salesman	D. Truck Farmer
5. Butcher	E. Advertising Manager
6. Tool & Die Maker	F. Pilot
7. Plumber	G. Building Contractor
8. Accountant	H. Hog Farmer
9. Printer	I. Carpenter
10. Produce Manager	J. Tire Salesman

III. JOB DESCRIPTION

Non-applicable

IV. LEARNING ACTIVITIES

A. Listen to the tape-slide on how one job depends upon another.

B. Participate in a small group discussion on comparing and contrasting how some jobs depend upon others.

V. EVALUATION

A. The student will demonstrate his understanding of how some jobs are highly dependent upon each other by completing an objective test.

The student may find that he has completed an occupak for a career cluster, but finds it impossible to see himself in the role required of that particular cluster. Another career cluster and enrollment in another mini-course will enable him to pursue a career choice in which he ultimately may receive more satisfaction and self-identity.

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CHAPTER 5

PERSONALIZING CAREER EDUCATION EXPERIENCES

CEM-3

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Career Education experiences are provided through an individualized self-instructional approach in Career Education Module-3 (CEM-3). These experiences are offered through self-instructional materials that provide the student with a wide range of experiences related to career clusters. The self-instructional materials are available in mini-courses and occupaks.

As defined in CEM-1, the mini-course is a classroom centered approach to Career Education. The mini-courses in CEM-3 will be presented to small groups of students by the CEM counselor or CEM coordinator. Since CEM-3 is for in-depth experiences, the mini-courses will be structured to meet the individual needs of students. Each mini-course will have the same format. It will begin with a behavioral objective or objectives, pre-test(s), learning activities, job description(s), self-test(s), and evaluations. A sample mini-course format for CEM-3 can be seen on page 29 of this guideline.

In keeping with the definition of occupaks as found in the CEM-1 guidelines, occupaks are individual, self-instructional packets designed to allow the student to learn on his own. The occupaks, as the mini-courses, are designed to meet the individual needs of the student. In CEM-3, a student may decide he wants to be a dentist and would like to investigate this profession in depth. The student would choose an occupak on dentistry, which would include the social, personal, and economic values of this profession; and upon completion of the package, would have a knowledge of the type of duties a dentist performs. The format of an occupak is similiar to that of a mini-course except in an occupak, the student is self-instructed, and in a mini-course, the student is teacher directed.

One of the major goals of PROJECT TRIDENT is to enable the student to observe and participate in actual on-the-job experiences. This will be accomplished by permitting the student to accompany a workman performing the duties of his

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occupation. Of course, actual participation may not always be feasible because of safety factors, age limits, or health reasons.

Because of the uniqueness in this self-instructional approach offered by CEM-3, the student may enter the Career Education program during any phase of the orientation, exploration, and/or in-depth process. A student who changes his plans with respect to career cluster choices expressed in CEM-1 and/or CEM-2 may enter into new career orientation and exploration experiences through CEM-3. He has the opportunity for an in-depth study of his interests, aptitudes, abilities, and needs in relation to his career choices and the opportunity to explore the world of work through direct work experiences. Thus, PROJECT TRIDENT brings the world of careers to the student through this in-depth approach to Career Education.

The general responsibilities of the CEM coordinator include:

(1) Providing Career Education experiences through an individualized self-instructional approach;

(2) Developing mini-courses, occupaks, and other types of materials for student use;

(3) Developing self-instructional approaches utilizing the five vocational occupational clusters.

More specifically, the CEM-3 coordinator will:

(1) Assist teachers in developing Career Education materials to help students find more relevance and purpose in education;

(2) Assist students in Career Education decision making by showing a relationship between career opportunities and education;

(3) Assist students in an in-depth study of his interests, aptitudes, abilities, and needs;

(4) Assist students with self-evaluation in relation to career planning;

(5) Assist students in exploring the world of careers through direct work experiences;

(6) Assist students to begin the training necessary to provide the student with a saleable skill;

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(7) Write articles for publication;

(8) Collect Career Education materials;

(9) Work with community resource personnel to develop mini-courses and occupaks for CEMS-1, 2, and 3.

(10) Be available to make community presentations about PROJECT TRIDENT.

As stated earlier in this narrative, behavioral objectives will be utilized to introduce the mini-course or the occupak. Behavioral objectives are written statements describing what the student is to do in a given situation; the condition in which he is to do the task, and by what criteria the student will be evaluated. Five sample objectives are presented indicating how the student will approach Career Education in-depth.

SAMPLE BEHAVIORAL OBJECTIVES

CEM-3

(1) Given information on a specific career, the student will be able to identify the qualifications necessary to provide him with a saleable skill;

(2) Given information about a specific career which requires preparation beyond high school, the student will be able to list five possible ways he might obtain this preparation;

(3) Given information related to a specific career, the student will be able to identify correctly on an objective test the training necessary to provide him with a saleable skill;

(4) Given characteristics of a particular career of a student's choice, the student will be able to identify the positive and negative aspects of the career;

(5) Given information on career planning, the student will be able to apply this to a realistic self-evaluation of his own career.

The sample mini-course and occupak on the preceding pages are instruments to be used by the CEM counselor or CEM coordinator. In either case, the completed package will be many pages in length. The main part of the mini-course and the occupak will be the learning activities. The pre-assessment, self-tests,

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(7) Write articles for publication;

(8) Collect Career Education materials;

(9) Work with community resource personnel to develop mini-courses and occupaks for CEMS-1, 2, and 3.

(10) Be available to make community presentations about PROJECT TRIDENT.

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(4) Given characteristics of a particular career of a student's choice, the student will be able to identify the positive and negative aspects of the career;

(5) Given information on career planning, the student will be able to apply this to a realistic self-evaluation of his own career.

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and evaluation material will be given to the student during the course of instruction. The pre-assessment and self-tests will be checked and graded by the student and instructor. The evaluation at the completion of either the mini-course or the occupak will be checked by the instructor to determine if the student met the criteria as described in the objective. The following are sample outlines of a mini-course and an occupak.

SAMPLE MINI-COURSE

I. BEHAVIORAL OBJECTIVE

Given information related to the writing of application letters, personal data sheets, and an application form, the student will develop an understanding of how to write an application letter, a personal data sheet, and an application form as demonstrated by completing an objective test.

II. PRE-ASSESSMENT

If you answer the following questions correctly, then you need not continue.

A. List correctly five items that should go into an application letter.

B. List correctly six items that should be included in a personal data sheet.

C. List correctly seven items that are included on an application form.

III. JOB DESCRIPTION

Non-applicable

IV. LEARNING ACTIVITIES

A. Listen to teacher presentation on how to write application letters.

B. After discussion of teacher presentation you will be asked to write an application letter and evaluate it.

C. Listen to teacher presentation on how to prepare a personal data sheet.

D. After discussion of teacher presentation you will be asked to prepare a personal data sheet and evaluate it.

E. Listen to teacher presentation on completing an application form.

F. After discussion of teacher presentation you will be asked to complete several application forms and evaluate them.

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V. EVALUATION

A. You are required to demonstrate your mastery of this objective by completing an objective test on application letters, job applications, and personal data sheets.

SAMPLE OCCUPAK

I. BEHAVIORAL OBJECTIVE

Given information related to preparation and procedures for interviews, the student will be able to identify correct interview preparations and procedures as demonstrated by passing an objective test.

II. PRE-ASSESSMENT

If you can answer the following ten questions correctly, you need not continue with this occupak.

Circle the T if the statement is true, and circle the F is the statement is false.

T F 1. When entering the interview situation, you should consider what you have to offer the company, not what the company has to offer you.

T F 2. You should always take a personal data sheet with you to the interview.

T F 3. The main purpose of the interview is for the employer to learn about your future plans.

T F 4. While being interviewed, you should tell the employer just how good you really are.

T F 5. If the interview is not successful, this means that you will not get the job.

T F 6. Dress is important when going for an interview, but it is not the most important thing.

T F 7. When the interviewer asks the question, "What kind of work would you like to do?", your response should be "anything."

T F 8. If you have not been offered a job, it is alright to ask whether you will be called or if you may call back in a few days.

T F 9. Being punctual for an interview is of great importance. You should arrive at least five minutes before your scheduled interview.

T F 10. The receptionist or secretary of the company is usually the first person you will meet. You should be cooperative with her because she may be asked her opinion of you by the employer.

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III. JOB DESCRIPTION

Non-applicable

IV. LEARNING ACTIVITIES

A. Listen to the tape slide presentation "Preparation for an Interview"

B. Read the supplementary lesson information sheet, "Do's and Don'ts of an Interview"

C. Read the supplementary lesson information sheet, "The Job Interview." You will be asked to record on tape your responses to a trial or sample interview. Your responses will be evaluated.

V. EVALUATION

A. You are required to pass an objective examination on interview preparation and procedures.

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CHAPTER 6

MATERIALS AND AIDS FOR CAREER EDUCATION

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One of the directions of PROJECT TRIDENT is to present the concept of Career Education through a variety of audio, visual, and kinesthetic instructional modalities. By learning Career Education information through mediated instructional methods, the student's success will not depend upon his proficiency in any one mode of learning. Instead, the Career Education student will be free to choose not only his course of study, but his method of study. Hopefully, the use of media in PROJECT TRIDENT will foster new and healthier attitudes toward learning and education in general.

The job description for the media specialist is as follows:

(1) The media specialist will work closely with the project staff in the designing of appropriate audio, visual, and kinesthetic instructional aids;

(2) The media specialist will prepare those audio, visual, and kinesthetic instructional aids that will facilitate student mastery of the instructional objectives;

(3) The media specialist will direct inservice sessions designed to assist faculty and staff with planning for and creating multi-sensory aids;

(4) The media specialist will coordinate contacts between project staff and the school audio-visual director to assure maximum effective utilization of the Instructional Materials Center;

(5) The media specialist, with the aid of the materials clerk, will establish a complete catalog and file of all multi-sensory aids and maintain both the quality and the quantity of the aids; and

(6) The media specialist will originate ideas for multi-sensory aids when feedback from project staff and from students becomes available with respect to the effectiveness of prepared aids.

This project is designed on orientation, exploration, and in-depth levels. Media will be utilized on all three levels to develop each stage of inquiry so that the needs of the students are met. Media then, is to be used as a tool for the efficient dissemination of instructional information.

Mediated materials will be developed to serve many functions. Media aids will be used in orientation presentations and as supplementary packages for use

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in the guidance area.

Media materials add flexibility to an otherwise rigid curriculum. Media materials can be used for highly individualized learning activities, as well as for supplements for more conventional classroom activities. PROJECT TRIDENT will make use of the full scope of mediated instructional techniques to facilitate student learning.

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CHAPTER 7

STUDENT MOVEMENT THROUGH THE CAREER EDUCATION PROGRAM

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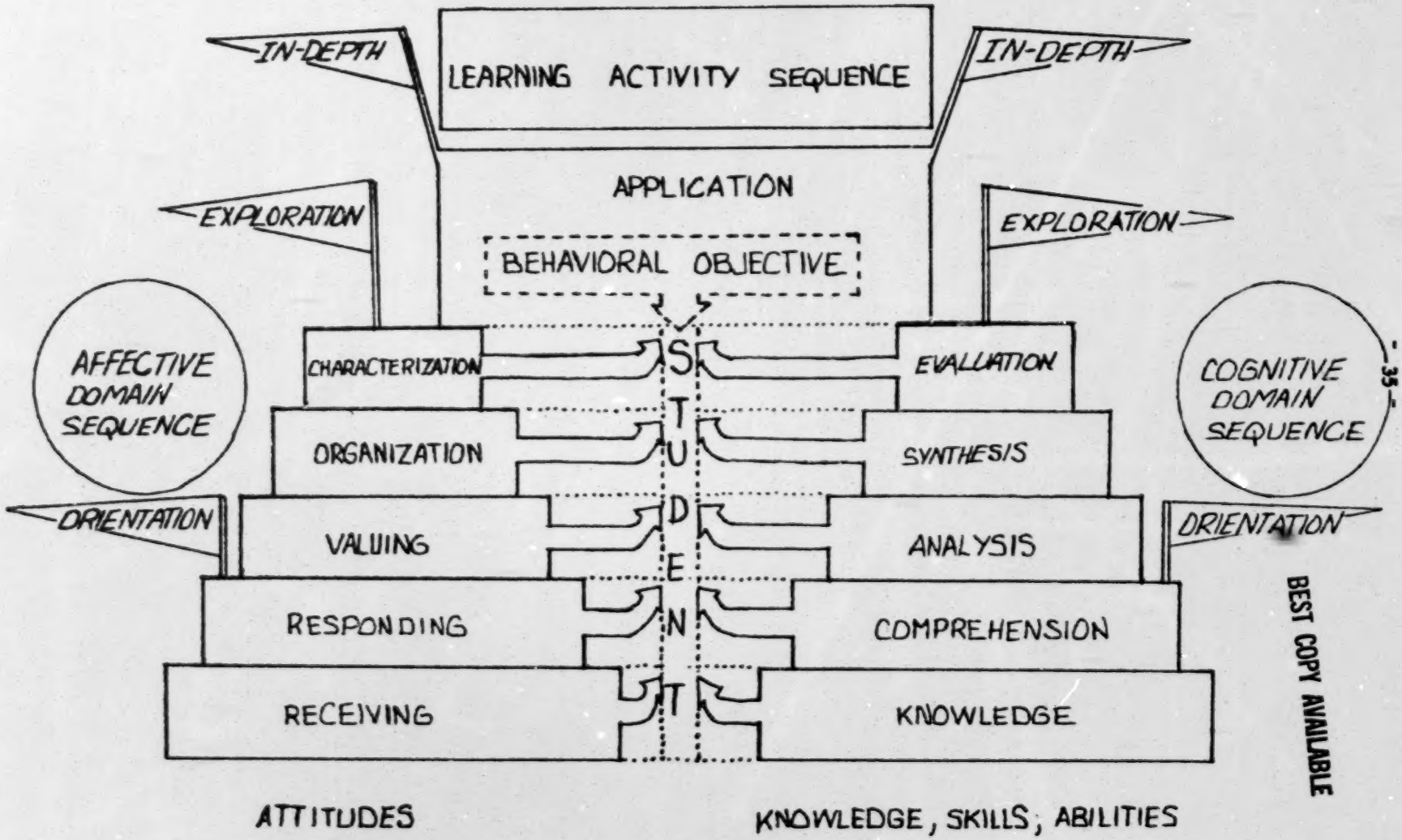
The following chart represents, pictorially, the major elements of the learning process utilized in PROJECT TRIDENT. It includes the cognitive and affective domains of the learning process.

PROJECT TRIDENT strives to develop not only knowledge, skills and abilities, but also desirable and appropriate attitudes toward careers. The PROJECT TRIDENT staff recognize that it is not possible to write separate objectives for each mental or attitudinal behavior. Whenever possible, behavioral objectives are written at the highest cognitive and affective levels. The identification of specific cognitive and affective levels is based upon the Bloom, et. al., taxonomies.

Pre-requisite cognitive and affective behaviors and skills are acquired through the learning activities which lead the student upward through both the cognitive and affective domains. Progression through the learning activities sequence is shown through the internal upward extension of the pyramid.

Students in the program, then, deal with a limited number of objectives but with a great many learning activities that are carefully designed to sequence gradual acquisition of higher level cognitive and affective behaviors. The Application component of the pyramid represents the in-depth phase of the student's study as he moves from the classroom, through occupaks, to job observation.



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CHAPTER 8

PROJECT TRIDENT STAFF

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PROJECT STAFF

Project Director.....Bob Carpenter

Career Counselor.....Brad Murphy

Career Education Coordinator.....Irene Guthier

Career Education Coordinator.....Walter Jones

Media Specialist.....Steven Rockwell

Materials Clerk.....Ruth Ann Born

Secretary.....Sylvia Miller

Superintendent of Lincoln Community High School...Dr. Robert W. Jones